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After clearing up these general matters, the book centers attention upon the various stages of vocational training and the various types of schools, to each of which is devoted a chapter. The method in each case is to present one or more actual concrete examples of the type of school in question, showing the form of organization, the relation of the work to the other portions of the school system, the content of the curriculum, both technical and practical; and in some cases the training of the teachers that appears most desirable for the work. As types of pre-vocational work in grades six to eight, the author describes the Agassiz School in Boston, the Cleveland Elementary Industrial School, and more briefly certain others in Pittsburgh, Los Angeles, and Seattle. Of the intermediate or separate industrial schools for children twelve to sixteen years of age, he describes the Rochester Shop-School very fully, and in briefer compass the Manhattan Trade-School for Girls and the secondary industrial schools of Columbus, Georgia. Of vocational high schools the example given is the Lane Technical High School of Chicago. As types of the trade school, he discusses the Milwaukee schools of trades for boys and girls, the David Rankin School of Trades in St. Louis, and the Worcester Trade School. The part-time co-operative schools described are those of Cincinnati, Fitchburg, and Beverly. Among the continuation schools discussed are those of Cincinnati, Cleveland, and Boston.

The chapter on vocational guidance deals with the problem of guiding a boy into those lines of vocational training for which he is best fitted by his natural aptitudes and his opportunities. The examples of actual work most fully described are those of Boston and Grand Rapids. The excellent lists of books for high-school reading in connection with the discussion of vocational guidance drawn up by the Grand Rapids public library in co-operation with the school authorities are reproduced in full. Only slight attention is given to the problems of vocational placement of the graduates of the vocational schools, a matter sometimes referred to as vocational guidance.

The final chapter is devoted to a discussion of the problems of agricultural education. The types of work discussed are those of England, Germany, France, and various American states.

The volume gives a fairly unified picture of conditions as they exist in the United States at the present moment. The field of industrial education is one in which there has arisen with surprising rapidity a tremendous ephemeral literature. Most of it deals with partial aspects of the problem and it is of a highly repetitious character. For the rank and file of the profession who need to obtain a clear view of the total situation from only a moderate amount of reading, the book is a very welcome contribution.

*Vocational Education in Europe.* By EDWIN G. COOLEY. Published by the Commercial Club of Chicago, 1912. Pp. 347. \$1.10.

In this volume Mr. Cooley presents a discussion of vocational education in Germany similar in plan to that of Professor Leavitt's discussion of American

education. The treatment is not geographically so extensive as might be inferred from the title; it does not include the work of France, England, or Scotland. Except for three chapters devoted to Austria and Switzerland, the study is confined to Germany. A more accurate title for the book would probably be "Industrial Education in the German States."

The general introduction is devoted to a comparison of German industrial efficiency with that of France, England, and the United States for the purpose of showing the value of systematic and consistent industrial training. By means of well-chosen quotations from Dawson, Barker, North, Miles, Carver, and Reynolds, he shows that Germany in fair competition has easily outdistanced the field against heavy odds, chiefly because she has trained her workers for productive efficiency.

Chapter ii is given to a general "Survey of Vocational Education in Germany." Here are enumerated the classes and grades of vocational schools, and some explanation is made of the administrative organization and relationships. The next chapter discusses the position of the apprenticeship system in Germany at the present time and its relation to vocational education. This is followed by a brief outline of the "School System of Germany" in which the whole scheme of German public education is drawn for the purpose of showing the position in the program of the various vocational schools. Chap. v treats extensively the position of the continuation schools, their aim, mode of organization, management, support, supervision, and their curriculum. Special attention is given to the continuation schools of Munich. At the end of the chapter is a statistical appendix which presents full arrays of figures which clearly show the general situation as regards the continuation schools. Other topics covered in rather brief but satisfactory manner are: vocational guidance, which here refers not to the guiding of the boy into the vocation for which he is best suited, but rather to the finding of places for the boys after their training is finished; secondary technical schools, which train the subaltern officials and the skilled rank and file; building-trades schools; machine-trades schools; art-trade schools; textile schools; the technical universities, which provide the captains of industry; the training of independent handcraftsmen; commercial schools; industrial schools for girls; the training of vocational teachers; agricultural education; industrial education in Austria; commercial education in Austria; industrial education in Switzerland.

In the final chapter Mr. Cooley draws some general conclusions based upon the experience of Germany which he claims are applicable to American conditions as well:

1. The apprenticeship system should be revived in our country in the form suited to modern conditions. In the education of youth in the ages from fourteen to eighteen a part of the education should be in the school and a part in the industry itself.

2. All the work for pupils under the age of fourteen should be given to cultural training.

3. For pupils over the age of fourteen special vocational schools should be established separate and apart from the regular school system for the vocational training of all who do not go on to the higher professions. The cultural high school is to be reserved for the preparatory professional courses only.

4. These special vocational schools should be of two types: continuation schools in which boys occupied for most of their time in the regular industry as apprentices will spend a few hours per week in studies related to their special industry; and secondary vocational schools of the type of the Milwaukee School of Trades which attempt to give such full training in the special trades as to supplant the apprenticeship rather than merely to supplement it as in the case of continuation schools.

5. Systematic vocational guidance is necessary both for the welfare of the trade and for the welfare of the student.

6. "Vocational schools must be administered by practical men from the vocation and educators."

Mr. Cooley's presentation of vocational education in Germany is a very satisfactory one. It gives one a clear and well-rounded picture of the work done by the schools. It does not, however, show the various sociological differences between German conditions and American conditions. This failure to note the differences in the sociological conditions of Germany and the United States is probably chiefly responsible for Mr. Cooley's recommendations that we simply establish a counterpart of the German system in America as being the best possible form of organization for our purpose since it is the best for theirs. The relative poverty of the German nation, taken as a whole, the relatively small amount of money available for education as compared with the demands for the army and the navy, the paternalistic organization of industry and of government, the stratified condition of German society, the general docility and industry of the German character are matters which do not find their counterpart in our country. In proportion as American conditions are different it is probable that the solution of the problems of vocational education must be different. The place to find out what America needs is in America. A study of foreign conditions as presented in the excellent manner of this book is one of the most fruitful methods of stirring up ideas to use in analyzing the various factors of our own problem; but once having analyzed out the various factors, the solution must certainly be based upon conditions as they are at home. The borrowed garment does not often fit.

*The People's School: A Study in Vocational Training.* By RUTH MARY WEEKS. ("Riverside Educational Monographs," edited by HENRY SUZZALLO). Boston: Houghton Mifflin Co., 1912. Pp. ix+208. \$0.60 net.

This little book is a valuable contribution to the discussion of vocational education, since it presents so many aspects of the situation in such compact